



## Key Learning in Music: Years 1 and 2

Performing	Listening	Creating
<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments.</li> <li>Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</li> </ul>	<ul style="list-style-type: none"> <li>To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</li> <li>Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.</li> <li>Know how music is used for particular purposes (for example, for dance, as a lullaby).</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with &amp; create musical patterns.</li> <li>Explore, choose and organise sounds and musical ideas.</li> <li>Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.</li> <li>Make improvements to their own work.</li> </ul>

Musical Elements						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> <li>Identify high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to sounds of different duration.</li> <li>Recognise the difference between long and short sounds.</li> <li>Copy simple patterns of sound of long and short duration.</li> <li>Recognise the difference between steady beat and no beat.</li> <li>Identify similar rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between loud sounds, quiet sounds and silence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between singing and speaking.</li> <li>Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> <li>Match selected sounds with their pictured source.</li> <li>Explore the different kinds of sound that my singing and speaking voice can make.</li> <li>Identify different voices by their vocal qualities.</li> <li>Use sound words or phrases to describe selected sounds and the ways in which they are produced.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a song with an accompaniment and one without accompaniment.</li> <li>Determine one strand of music or more than one strand.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs.</li> <li>Recognise that the sections of a piece of music sound the same or different.</li> </ul>

### Using Technology Appropriately